

Main Street Elementary

318 E. Main Street
Lake City, Sc 29560

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 469 Students | |
| Principal | Diane C. Weaver | 843-374-2221 |
| Superintendent | Mrs. Beth M. Wright | 843-374-8652 |
| Board Chair | Mr. Richard Cook | 843-394-8043 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 5 | 50 | 72 | 10 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Average | Excellent | N/A |
| 2003 | Average | Below Average | No |
| 2004 | Below Average | Unsatisfactory | No |
| 2005 | Below Average | Unsatisfactory | No |

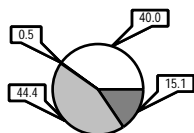
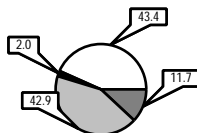
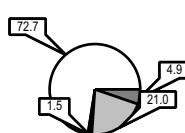
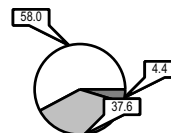
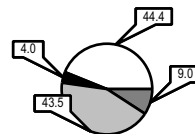
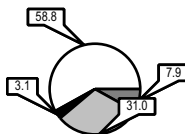
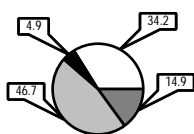
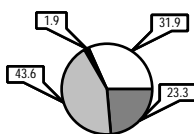
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 225 | 100.0 | 40.1 | 44.0 | 15.0 | 1.0 | 22.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 117 | 100.0 | 50.0 | 38.5 | 10.6 | 1.0 | 18.3 | | |
| Female | 108 | 100.0 | 30.1 | 49.5 | 19.4 | 1.0 | 27.2 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 38 | 100.0 | 30.3 | 27.3 | 42.4 | 0.0 | 51.5 | I/S | I/S |
| African American | 184 | 100.0 | 42.1 | 47.4 | 9.4 | 1.2 | 16.4 | No | Yes |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 186 | 100.0 | 34.9 | 49.4 | 15.1 | 0.6 | 23.8 | | |
| Disabled | 39 | 100.0 | 65.7 | 17.1 | 14.3 | 2.9 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 225 | 100.0 | 40.1 | 44.0 | 15.0 | 1.0 | 22.7 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 224 | 100.0 | 40.3 | 43.7 | 15.0 | 1.0 | 22.3 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 195 | 100.0 | 43.9 | 43.3 | 11.7 | 1.1 | 17.8 | No | Yes |
| Full-pay meals | 29 | 100.0 | 14.8 | 48.1 | 37.0 | 0.0 | 55.6 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 225 | 100.0 | 43.5 | 42.5 | 11.6 | 2.4 | 26.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 117 | 100.0 | 49.0 | 40.4 | 8.7 | 1.9 | 24.0 | | |
| Female | 108 | 100.0 | 37.9 | 44.7 | 14.6 | 2.9 | 29.1 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 38 | 100.0 | 24.2 | 48.5 | 21.2 | 6.1 | 39.4 | I/S | I/S |
| African American | 184 | 100.0 | 48.0 | 40.9 | 9.4 | 1.8 | 23.4 | No | Yes |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 186 | 100.0 | 38.4 | 47.1 | 12.8 | 1.7 | 27.9 | | |
| Disabled | 39 | 100.0 | 68.6 | 20.0 | 5.7 | 5.7 | 20.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 225 | 100.0 | 43.5 | 42.5 | 11.6 | 2.4 | 26.6 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 224 | 100.0 | 43.7 | 42.7 | 11.2 | 2.4 | 26.2 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 195 | 100.0 | 46.1 | 41.7 | 10.0 | 2.2 | 23.9 | No | Yes |
| Full-pay meals | 29 | 100.0 | 25.9 | 48.1 | 22.2 | 3.7 | 44.4 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 225 | 100.0 | 72.5 | 20.8 | 5.3 | 1.4 | 6.8 |
| Gender | | | | | | | |
| Male | 117 | 100.0 | 76.9 | 17.3 | 4.8 | 1.0 | 5.8 |
| Female | 108 | 100.0 | 68.0 | 24.3 | 5.8 | 1.9 | 7.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 38 | 100.0 | 48.5 | 33.3 | 12.1 | 6.1 | 18.2 |
| African American | 184 | 100.0 | 77.8 | 18.1 | 3.5 | 0.6 | 4.1 |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 186 | 100.0 | 70.9 | 23.3 | 5.2 | 0.6 | 5.8 |
| Disabled | 39 | 100.0 | 80.0 | 8.6 | 5.7 | 5.7 | 11.4 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 225 | 100.0 | 72.5 | 20.8 | 5.3 | 1.4 | 6.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 224 | 100.0 | 72.8 | 20.4 | 5.3 | 1.5 | 6.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 195 | 100.0 | 77.2 | 17.8 | 3.9 | 1.1 | 5.0 |
| Full-pay meals | 29 | 100.0 | 40.7 | 40.7 | 14.8 | 3.7 | 18.5 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|-----|-----|-----|
| Social Studies | | | | | | | |
| All Students | 225 | 100.0 | 58.0 | 37.2 | 4.3 | 0.5 | 4.8 |
| Gender | | | | | | | |
| Male | 117 | 100.0 | 63.5 | 29.8 | 5.8 | 1.0 | 6.7 |
| Female | 108 | 100.0 | 52.4 | 44.7 | 2.9 | 0.0 | 2.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 38 | 100.0 | 30.3 | 63.6 | 6.1 | 0.0 | 6.1 |
| African American | 184 | 100.0 | 63.7 | 31.6 | 4.1 | 0.6 | 4.7 |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 186 | 100.0 | 57.0 | 38.4 | 4.7 | 0.0 | 4.7 |
| Disabled | 39 | 100.0 | 62.9 | 31.4 | 2.9 | 2.9 | 5.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 225 | 100.0 | 58.0 | 37.2 | 4.3 | 0.5 | 4.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 224 | 100.0 | 57.8 | 37.4 | 4.4 | 0.5 | 4.9 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 195 | 100.0 | 63.3 | 31.7 | 4.4 | 0.6 | 5.0 |
| Full-pay meals | 29 | 100.0 | 22.2 | 74.1 | 3.7 | 0.0 | 3.7 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 69 | 97.1 | 26.9 | 35.8 | 34.3 | 3.0 | 37.3 |
| | 4 | 85 | 97.7 | 40.2 | 45.1 | 14.6 | N/A | 14.6 |
| | 5 | 81 | 96.3 | 44.7 | 39.5 | 15.8 | N/A | 15.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 67 | 100.0 | 16.9 | 61.0 | 22.0 | 0.0 | 22.0 |
| | 4 | 75 | 100.0 | 46.4 | 37.7 | 14.5 | 1.4 | 15.9 |
| | 5 | 83 | 100.0 | 51.9 | 37.7 | 10.4 | 0.0 | 10.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 69 | 97.1 | 28.4 | 50.7 | 16.4 | 4.5 | 20.9 |
| | 4 | 85 | 98.8 | 53.0 | 33.7 | 9.6 | 3.6 | 13.3 |
| | 5 | 81 | 97.5 | 55.8 | 35.1 | 5.2 | 3.9 | 9.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 67 | 100.0 | 35.6 | 54.2 | 10.2 | 0.0 | 10.2 |
| | 4 | 75 | 100.0 | 40.6 | 33.3 | 21.7 | 4.3 | 26.1 |
| | 5 | 83 | 100.0 | 51.9 | 42.9 | 3.9 | 1.3 | 5.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 67 | 100.0 | 74.6 | 23.7 | 1.7 | 0.0 | 1.7 |
| | 4 | 75 | 100.0 | 68.1 | 23.2 | 5.8 | 2.9 | 8.7 |
| | 5 | 83 | 100.0 | 75.3 | 16.9 | 6.5 | 1.3 | 7.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 67 | 100.0 | 59.3 | 37.3 | 3.4 | 0.0 | 3.4 |
| | 4 | 75 | 100.0 | 44.9 | 47.8 | 7.2 | 0.0 | 7.2 |
| | 5 | 83 | 100.0 | 68.8 | 28.6 | 2.6 | 0.0 | 2.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 469) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 8.8% | Up from 6.0% | 3.9% | 3.0% |
| Attendance rate | 96.3% | No change | 96.1% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | No change | 5.4% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | No change | 4.6% | 3.2% |
| Eligible for gifted and talented | 5.3% | Down from 11.4% | 5.4% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 7.8% | Down from 10.3% | 7.7% | 8.2% |
| Older than usual for grade | 3.8% | Up from 3.3% | 1.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 28) | | | | |
| Teachers with advanced degrees | 25.0% | Down from 29.6% | 50.0% | 52.6% |
| Continuing contract teachers | 75.0% | Down from 88.9% | 78.9% | 83.3% |
| Highly qualified teachers | 96.0% | Down from 100.0% | 92.5% | 93.5% |
| Teachers with emergency or provisional certificates | 4.3% | Up from 4.2% | 2.3% | 0.0% |
| Teachers returning from previous year | 72.4% | Down from 79.7% | 83.8% | 87.0% |
| Teacher attendance rate | 96.0% | Up from 92.6% | 94.9% | 95.0% |
| Average teacher salary | \$35,968 | Down 2.3% | \$40,440 | \$41,703 |
| Prof. development days/teacher | 15.3 days | Up from 7.4 days | 12.7 days | 12.8 days |
| School | | | | |
| Principal's years at school | 14.0 | Up from 13.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.3 to 1 | Up from 20.3 to 1 | 16.9 to 1 | 18.8 to 1 |
| Prime instructional time | 90.4% | Up from 86.9% | 89.1% | 89.8% |
| Dollars spent per pupil* | \$6,185 | Up 3.2% | \$7,086 | \$6,242 |
| Percent of expenditures for teacher salaries* | 58.3% | Down from 61.0% | 64.2% | 65.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Average | Down from Good | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | N/A | | 89.4% | |
| Highly qualified teachers in high poverty schools | 91.8% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Main Street Elementary School, located in downtown Lake City, SC, is an established community school where students, parents, teachers, staff, and community are absolutely WILD about learning. The mission of Main Street Elementary is to provide a safe, positive, nurturing environment, where children are first, expectations are high, and everyone works together as a learning community. It is through this understanding that family is the heart of our jungle of learning that MSE continues to work hard with its School Improvement Council and PTO Board to provide opportunities for parent and community involvement such as MSE Mentors, Family Nights, Main Street Singers performances (at school and at Alabama Theater), Manners Day, Fall Festival, Coffee and Tea at MSE, Girl Scouts, Community Readers, Southeastern Theatrical Production, Spring Fling, and The Sweetheart Banquet.

At Main Street Elementary it is our goal to empower students to become lifelong learners, effective users of information, ideas, and technology. A twenty-four station networked computer lab allows access to the following curriculum software programs: PLATO (reading and math), Accelerated Reader and Math, STAR (reading and math), and MAP (Measures of Academic Progress). In addition, school and teacher Web sites inform parents and community of upcoming events, policies, rules and procedures, and homework assignments.

In an effort to increase student achievement and with the belief that the diversity of all students should be acknowledged, respected, and appreciated, students are embraced in an environment where creativity is encouraged and supported. Understanding that all children learn differently, staff development focuses on effective teaching strategies utilizing the multiple intelligences (arts integration). Funding for training opportunities has been supported by the awarding of several State Department Arts grants (\$50,000+) and three teacher EIA grants. Character education is implemented across the curriculum into all aspects of the school day through a "Prime Time" program, which promotes the lifeskills, a "Character Tip of the Day" (based on Ron Clark's Essential 55), conflict resolution, and community service. Projects such as Relay for Life, Jump Rope for Heart, Pennies for Patients, and March of Dimes demonstrated the care of concern MSE faculty, staff, and students have for others as over \$6,000 was collected for these events.

With a strong commitment to enhancing each individual student's education through special programs and innovative teaching techniques it is evident that everyone is dedicated to Making School Exciting at Main Street Elementary!

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 29 | 74 | 60 |
| Percent satisfied with learning environment | 79.3% | 86.3% | 81.0% |
| Percent satisfied with social and physical environment | 96.6% | 90.0% | 82.8% |
| Percent satisfied with school-home relations | 79.3% | 92.9% | 70.2% |

*Only students at the highest elementary school grade level at this school and their parents were included.